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ABSTRACT

The literature of the educational field suggests that a movement is taking place in many of our school systems that expands the traditional structure and transforms it into an integrated approach designed to meet the needs of all students. Instead of shaping the students to fit the mold of the system, the system is being expanded to make allowances for individual differences. Alternative programs are another attempt by concerned educators to respond to the needs of individual students. In an effort to gain a picture of the extent of alternative education in the State of Washington and to help local districts avoid re-inventing the proverbial wheel, a survey was conducted during the 1971-72 school year wherein each public school district was asked to describe its alternative education programs. In April of 1972, an Alternative Education Workshop was held in Issaquah, Washington, to discuss the problems inherent in the alternative education movement. This booklet provides excerpted comments from workshop participants and brief descriptions of the more than 200 alternative education programs offered in 95 of the State's public school districts as reported on the survey. The programs have been indexed into two categories based on age grouping/program and the instructional mode, with groupings representing programs for pre-school through adult education. (Photographs may reproduce poorly.) (Author/EA)

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## Washington State's

# Alternative Education

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EA 005 726

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## The concern for alternatives

Alternative education is being discussed and debated by an increasing number of public school educators. Widespread national interest in the topic is indicated by the formation of the National Consortium on Educational Alternatives, Indiana University, Bloomington, Indiana, and by the inclusion of a resolution on alternative education on the national 1972 ballot of the Association for Supervision and Curriculum Development. Interest in alternative education was also demonstrated by the large attendance at the recent Washington State conference at Providence Heights.

Alternative education programs are appearing all across the nation in an attempt to adjust the schools to the needs of the students rather than requiring the students to adjust to the traditional school system.

The vast quantity of literature filling our education journals suggests that a movement is taking place in many of our school systems that expands the traditional structure and transforms it into an integrated approach designed to meet the needs of all students. Instead of shaping the students to fit the mold of the system, the system is being expanded to make allowances for individual differences.

Literature in educational psychology and learning abounds with the recognition of individual learning styles, the need to provide for individual differences, and the need to develop programs designed to individualize instruction. Alternative programs are another attempt by concerned educators to respond to these needs.

## Goals of education

The goals adopted by the Washington State Board of Education in January 1972 provide a clear and powerful rationale upon which to build alternative experiences.

According to the goals for the Washington common schools, the process of education should . . .

. . . respect the uniqueness of each learner

. . . provide increasing opportunities for individual self-direction and decision making.

. . . provide learning experiences matched to each student's readiness to learn and the way he learns best.

. . . help each learner perform well and gain satisfaction from his performance.

. . . emphasize that cultural, ethnic and racial differences contribute positively to our nation's future.

. . . extend learning opportunities beyond the school building, school day, and school year.

. . . utilize the involvement and support of the entire community to maximize educational experiences.

. . . self-renew through continuous evaluation of progress toward the desired learning outcomes.

**Well defined and implemented alternative programs ought to be the rule, not the exception.**

On April 26, 1972 an Alternative Education Workshop was held at the Providence Heights Conference Center, Issaquah, Washington. The following comments are excerpted from the day's activities.

# Comments from Providence Heights

## Janet Taggart*

We all have a task to perform in making an effort to meet the needs of a vast majority of students in our schools. Alternative education is perhaps an unfortunate title for something designed to make education more responsive to the needs of all students. What we now call "alternative education" may simply be education as it should be.

It is a tragic fact that many capable students can not survive in the regular competitive school system we have today. We know that no single method of instruction is effective for every student; but we offer few alternatives for individual students, either in terms of alternative instruction programs or alternative outcomes. I propose to you that every child should be offered his alternative.

In summary, I would like to identify some problems facing those of us who are involved in the alternative education field:

- Alternative education must provide competent teaching and administrative staff for a variety of instructional programs.
- Alternative programs must be adequately supported in terms of facilities, equipment, instructional materials and student services. This is the responsibility of parents and school directors.
- An extensive commitment must be made to make alternative education available to all students across the state. This must become a matter of top priority in local school districts. It must be supported with federal, state and local funds.
- Total communities must be involved in alternative education. The mayor's office, the police department and other community agencies should support alternative programs.

We need, as House Bill 90 says, to provide an appropriate education for all. Let's begin today to make this dream a reality.

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*Ms. Taggart is a member of the Joint Commission on Educational Cooperation, Seattle, Washington.

## Wes Apker*

In the last few years enough people have said that public education is on the verge of a revolution that the possibility of it really happening becomes more believable. The reason that the alternative education movement is able to generate 150 people like yourselves to a conference is because there are many people in communities and in education who are concerned that public school education, as we have known it for the past 200 years, is simply not meeting the needs of the children of today's society. Today's programs are monotonously monolithic. A single program is prescribed and imposed on all the students—the handicapped, the intelligent, the not-so-intelligent, culturally different, whatever the case may be. Recently someone asked if there was any place in the state where they could get accurate facts and figures on the dropout rate in Washington. The answer was "no." We educators are remarkably reluctant to share that kind of information about our yearly failures. What sketchy information we have been able to gather locally or nationwide seems to indicate that the dropout rate may be as high as 40%, when you compare the number of students who began kindergarten with the number who ultimately graduate.

I see the viability of alternative education as a method of providing a plurality of learning modes within a school system. You noticed that I said school system. I think that the truth is that you must work within the system. That's where the money is; that's where the political clout is. If you attempt to establish schools outside of that system, you may find yourselves wolves crying in the wilderness, unfunded, alone and attacked from every side.

I think that we must talk about making changes within the system. How do we do that? Two ways: we can have a palace revolt, a revolution, or we can change by increment and implement in stages. Both methods have worked—neither perfectly.

We do know that money is not solely the answer. We are talking about a change in the way we do business. We should have learned a long time ago that a truism about learning is this: people learn, that is, change their behavior and attitudes, when they find personal meaning in an immediate situation. And that's what teaching is all about. The only way we are going to bring about change in our system is to bring about a change in the behavior and attitudes of people. That means they must be involved in that change and they must be able to identify with it.

We must develop alternatives that provide a plurality of learning modes which in turn provide a legitimate choice for students and for parents. From the wingspread alternative education conference let me share this encompassing definition of alternative education.

An alternative program is one that is significantly different from the regular program.

It has an identity which is apart and distinct from the regular program.

It is a program that provides learning options for students and for parents.

It combines the involvement of students, parents, educators, and the community.

Let me stop for a moment. Anyone who misses the fundamental change in society today has to be blind. There is a strong movement called neo-populism, a movement back to the "grass roots." Parents and citizens are saying, "We want to make the decisions. The system does not control us, we control the system." And that applies to education. The schools do not belong to the educators; the schools belong to the people. We established our school system for students, not for the convenience of teachers and assuredly not for the convenience of administrators. Parents today are saying, "The schools belong to us, and we are going to make the decisions." And any educator who misses that change is in serious trouble.

The alternative school will have a set of comprehensive educational objectives. One of the hazards that I see in the alternative movement is that anything that makes people feel better is considered alternative education. Poppycock. An alternative education, a good one, is one that has thoughtfully identified what it is going to do, and then systematically sets about doing it, having systematic checkpoints along the way. We should have been doing that all the way along in education.

An alternative program is one designed for all the students, not just a select few. You might disagree with me on that. By that I am saying viable alternatives ought to accommodate a variety of students, not just one group.

An alternative is one where a student spends the majority of his time in that program. It is not a 4th period class called alternative education.

It is a program that meets the needs currently not being met by our program.

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*Dr. Wesley Apker is an administrative assistant to the Superintendent of Public Instruction, Olympia, Washington, and served as the workshop's luncheon speaker.

## Francis Hunkins*

"Revelation," according to Webster, means "the disclosing to others of what was before unknown to them." Alternative, defined by the same source, means offering a choice between two or among several things. Therefore my task is to offer you information that you heretofore did not have regarding the idea of providing students choice in their educational experiences.

There is a line in the play *"The Music Man"* which goes, "Friends of River City, we've got problems." The dialogue continues that what the city needs is a band, a marching band. Well, friends of education, we've got problems. What we need is alternative education. With alternative education we will solve our problems; we will develop our children into effective individuals.

Friends of education, we are not going to solve our problems until we clarify our purpose, until we clarify our terminology. My task today was to visit the several discussion groups and record the issues. These groups were assigned various tasks: defining the goals of alternative education, defining and discussing curriculum and instruction, assessing student needs, determining ways of community involvement, considering means of staffing and staff development, suggesting ways of planning and evaluation, indicating support services, considering finance, and contemplating administrative organization. These tasks were grouped under operation with the central focus to be on existing alternative programs. Other groups had tasks relating to the development of new alternative education programs: resources, program planning, student need, community involvement, administration, and implementation processes. In the morning the groups were to identify basic problems and in the afternoon sessions to suggest solutions.

Well, one problem confronting us is our imprecise use of language. I visited several of these groups today and was hard pressed to distinguish one from another. To be sure the faces were different, but despite different topics, the discussion was the same. Many persons were engaged in a verbal catharsis, a verbal show and tell. Many people seemed more interested in telling their thing than in becoming a member of the group. It became evident in listening to these various groups that there existed a myriad of interpretations of what alternative education meant. Unless we use precise terms, we will be spinning our wheels. We need to abandon slogans. Most everyone can buy the slogan that alternative education is productive, is meaningful. But, until we have some common agreement as to what alternative education is, we are not going to advance the quality of education.

As I listened to the several groups, I had the feeling that alternative education, however envisioned, is considered really as the "bandaid" of education. It is the *bandaid* to correct or cover up the ills or scars individuals have received in the *regular* school experience. We need to look beyond this concept of alternative education. Perhaps we need to get away from the term alternative education. This should not be education just for a few who have *dropped out.* It should be part of an educational design for all individuals in the school system. All students need opportunities for viable choices within the system.

We need to clarify our philosophical stances, to get beyond the armchair philosophizing. We need to clarify our goals. Many groups discussed the restraints to what they were doing before they really had crystalized their goals. It is difficult to know if you are experiencing restraints to your actions before you have identified the purposes of your actions.

In visiting the various groups I heard discussion relating to alterna-

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*Dr. Francis P. Hunkins is an associate professor of education in the curriculum and instruction area at the University of Washington, Seattle, Washington. His workshop task was to listen in on the individual group discussions and share revelations with all participants as the conference wrap-up.*

tive curricula, alternative environments, alternative time schedules, and alternative staffing. Some individuals felt that the curricula and the environments of the alternative schools needed to be grossly different from the *regular* school. Some gave the impression that the environment of the *store front* alternative school would be superior to the regular school just because it was outside the system. This is unrealistic thinking. The content and the experiences planned for this environment need consideration and coordination. Regarding curricula, I felt that most people considered that education designed for *training* was the viable curricula for students who needed or demanded alternative education. We need to have a careful analysis of just what curriculum is and what types of curriculum can assist *all* students. Alternative staffing was discussed but not with consideration of the implications of such staffing. In fact, no clear definition of alternative staffing was considered. Also, no clear reasons were advanced why the *regular* school could not have alternative or differentiated staffing. Neither was any reason suggested why staff in the alternative schools would be more effective.

One problem we have in education is viewing education as a macro system. We tend most often to view education as a micro entity. We dupe ourselves into thinking that if we just change the curriculum, the student will be successful. Or, if we just change the environment of the student, that will suffice. Or, give the student a new staff member, or someone from the community and he will learn; he will be motivated.

We need to deliberate education as a total system. We need to consider the sequence or sequences of educational experiences. It was mentioned at this meeting that we need to stop fooling with the little pieces. If you only focus on little pieces without any comprehension of the total system, then these little pieces (alternative programs) are going to adjust back into the system when the pressure is reduced. It seems that if you wish to alter the total system, you first must understand it, you must understand the myriad linkages between the elements of the system. Upon understanding such linkages, you are on your way to realizing the system's nature and potential. You will be able to incorporate into the total system alternative avenues of educational experiences for all students.

We need to consider strategies for working with the total system. But, from listening to the afternoon sessions it appears that our lack of agreement as to what alternative education is and also our lack of clear conceptions of our goals will prevent our producing effective strategies. Goal clarification would seem to be a primary first task. Once we have defined our goals, and these should be evolving goals and not static, we can begin to generate strategies of assessment of student needs, strategies of curriculum development, strategies of curriculum implementation, strategies of staff development, and strategies of evaluation.

In discussing this totality of system I urge the consideration of community involvement. Community involvement was considered, but not with any degree of precision. We are experiencing a time when increasing numbers of lay people are requesting roles in educational decision making. There is a cry for participatory democracy; involving everyone in everything. This is really unrealistic. Certainly, we need to consider effective ways to involve the community, the student, the professional educator. But must we involve all in identical roles? It seems unproductive for alternative education, for education in general to use all people in an identical fashion. Certainly different people will have varied viewpoints and skills.

It seems that if alternative education is to be long lasting, if it is to present options for all students, we need capabilities to diagnose and critique our actions. If we are involved in alternative education in which the environment is the major element changed, do we have means of determining its effectiveness? If we are adjusting the curricular content as the major factor in alternative education, can we obtain precise perceptions of its effects upon students?

We need to ascertain why something works or does not work. We need to understand the consequences of our actions. Today we are caught short in explaining the consequences of our actions on students' learning. We probably have not thought carefully about the consequences of requesting that alternative education be introduced or stressed. Why are we urging alternative education? I would maintain that we are going this route as a reaction to public and student demands. However, it might have been more productive if we had anticipated some of the needs of students and initiated the punch for alternative education.

As I look at the goals suggested today for alternative education, I don't see educational goals. Keeping people off the street is not an educational goal. Reducing crime is not an educational goal. Providing students with skills for jobs is not an educational goal; it is a training goal and it may be a myopic training goal at that. These *goals* for alternative education reflect a trend in the history of American education.

American education never really had the charge to produce the educated man. Indeed, the first schools were to produce the *religious man*. Compulsory education laws were not initiated to produce the educated man. Rather they were formulated to solve social problems, reduce juvenile crime, get children off the streets after they were barred by legislation from working in factories. We have a history of using education to solve non-educational problems and then criticizing education for not producing the scholar-citizen. This has never been the goal. Perhaps we educators need to demand of the public precision in their desires for the school. If they are precise about what they want the

schools to do, then we at least can be precise in our responses.

We need to challenge the public and ourselves to come up with educational goals for alternative schools. Conceivably we need to accept the principle that the school as a system provides students with productive alternatives relating to content, experiences, and environments. We then can begin to work on precise means, strategies, for achieving the goals thus identified. We need to indicate the steps we can take to develop alternative curricula, to implement alternative curricula, to maintain alternative curricula, and to evaluate alternative curricula.

We further need schema for changing educators and introducing new people into the school system. Colleges and universities are not going to prepare teachers for specific alternatives. The school systems will have to educate these new people as to the goals and nature of their specific programs. This means that schools designing alternative education for students will also have to have a means of alternative education for teachers. This I find the *Achilles' heel* of the new education. Schools are not designing their systems for the continual upward evolvement of their staff.

But all is not bad. I don't mean to paint with a broad pessimistic brush. Your presence at this conference indicates your realization that problems exist and that we need to clarify our positions regarding alternative education.

Alternative education perhaps should be changed to alternatives in education. We should work on the questions, the strategies and the means of assessment in relation to the general goals of education. We need to consider ourselves not as maverick educators creating something outside the system, but rather as educators working within the system to make it more responsive to the needs of all students, introducing students to new horizons, and enabling students to have a significant role in determining their futures.

## The survey

In an effort to gain a picture of the extent of alternative education in Washington and to help local districts avoid re-inventing the proverbial *wheel*, a survey was conducted during the 1971-72 school year. Each of the public school districts was asked to describe its alternative education programs.

School District.....

## Alternative education programs survey

Alternative education is an attempt to meet the educational needs of those students whose needs are either not being met or are inadequately met in the regular school program.

An alternative program is one which:

1. Operates separately (either administratively or physically) from the regular school program, or operates under a special administrative agreement within the regular program;
2. provides, or attempts to provide, either alternative strategies of instruction, or alternative outcomes to the educational process, or both;
3. provides the opportunity for a student to complete his educational program—or at least gain credits toward that goal—within the alternative program.

a. Title of project:.....

b. Funding agency:.....

c. Amount of funding:.....

d. Program management director:.....

e. Address of manager:.....

f. Phone: .....

g. Population: .....

h. Brief abstract of project:.....

.....

.....

.....

i. How is program evaluated?.....

.....

.....

## Needed: a definition

The resulting variety of programs clearly demonstrates the need for a common vocabulary relating to alternative education. The interpretation of the survey definition resulted in the reporting of an extremely broad range of activities. However, all of the program descriptions returned are included in the survey summary.

## Program index

For the sake of convenient reference, the programs which follow have been indexed into categories based on two factors: (1) age grouping/program level, and (2) instructional mode. Each category has been assigned a corresponding letter or number. Many of the programs fall into more than one category; others are difficult to place in any category. The divisions should therefore be regarded as only tentative.

### Definitions

**Age Grouping/Program Level**

*Adult* (A): includes all programs serving the adult population which might satisfy minimum requirements for high school graduation or expand their vocational and/or avocational interests.

*Elementary* (B): includes all programs involving students in grades 1-6 (or 1-8 when in a single school unit).

*Secondary* (C): includes programs involving students in grades 9-12 and includes 7-8 in districts where the elementary school ends in grade 6.

*Pre-school* (D): includes programs designed for children between the ages of one and five.

*Not Designated* (E): includes programs where the information related to age grouping/program level was not specified.

**Instructional Mode**

*Contract Learning* (1): programs involving written or verbal agreements between teachers and individual students or groups of students for the completion of a specific aspect of the school program.

*Cultural Enrichment* (2): programs involving study in the background and heritage of America's society. Expanding the cultural exposure of students.

*Dropout/Re-entry* (3): programs designed to provide alternative strategies of learning for those students whose needs are not being served by the regular school program; the majority of these students have been suspended, expelled, have dropped out, or are identified as potential dropout students.

*Handicapped* (4): compensatory programs that provide supplementary facilities and/or staff for the student population identified as physically, mentally, or emotionally handicapped.

*Open Concept* (5): programs which incorporate staffing practices such as differentiated staffing that deviate from the self-contained classroom concept; practices such as modular scheduling for planning or flexible scheduling; student learning experiences that allow students to learn in several instructional environments, often with use of varying media.

*Programmed Learning* (6): programs involving pre-planned "learning packages" or materials in one or more curricular areas, i.e., linear, branching, computer assisted instruction.

*Remedial* (7): programs designed to aid students who need to improve their training in basic skills areas when achievement is below aptitude level or grade level.

*Supplementary Activities* (8): programs or activities that provide learning experiences in addition to the regular school program.

*Vocational Education* (9): programs involving vocational or technical training in schools or classes designed to fit individuals into recognized occupations. This category also includes work/study and/or community based learning experiences.

*Other* (10): programs which do not fall into any of the above named categories.

| SCHOOL DISTRICT | | AGE GROUPING /PROGRAM | | | | | INSTRUCTIONAL MODE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | Adult | Elementary | Secondary | Pre-School | Not Designated | Contract Learning | Cultural Enrichment | Dropout/Re-entry | Handicapped | Open Concept | Programmed Learning | Remedial | Supplementary Activities | Vocational Education | Other |
| Aberdeen | 1 | | | X | | | | | X | | | | | | | |
| Almira | 1 | | | X | | | | | | | X | | | | | |
| Auburn | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | | | | X | | | | | | | X | | | |
| | 3 | | | | X | | | X | | | | | | | | |
| Battle Ground | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | | X | | | | | | | | | | | X | |
| Bellevue | 1 | | | X | | | | | X | | | | | | | |
| Bellingham | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | | | X | | | | | | | |
| | 3 | | | X | | | | | | X | | | | | | |
| Bethel | 1 | | X | X | | | | | | | | | X | | | |
| | 2 | | X | X | | | | | | X | | | | | X | |
| | 3 | | | X | | | | | | X | | | | | X | |
| Bremerton | 1 | | | X | | | | | X | | | | | | | |
| Camas | 1 | | | X | | | | | X | | | | | | | |
| Cape Flattery | 1 | | X | X | | | | X | | | | | | | | |
| | 2 | | X | X | | | | | | | | | | | | X |
| Carbonado | 1 | | X | | | | | | | | | | | | | X |
| Carrolls | 1 | | | | | X | | | | | | | | X | | |
| Castle Rock | 1 | | | X | | | | | | | X | | | | | |
| Central Valley | 1 | | X | | | | | | | | | | X | | | |
| | 2 | | | | | X | | | | X | | | | | | |
| | 3 | | X | | | | | | | | | | X | | | |
| | 4 | | | | | X | | | | X | | | | | | |
| | 5 | | | X | | | | | | | | | | | X | |
| Cheney | 1 | | | | | X | | | | X | | | | | | |
| Chimacum | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | | | | | | | | | | X |

| SCHOOL DISTRICT | | AGE GROUPING / PROGRAM | | | | | INSTRUCTIONAL MODE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Clarkston | 1 | | | X | | | | | X | | | | | | | |
| Clover Park | 1 | | | X | | | | | | | | | | | X | |
| Columbia | 1 | | X | X | | | | X | | | | | | | | |
| Davenport | 1 | | X | | | | | | | X | | | | | | |
| | 2 | | | X | | | | | | | | | X | | | |
| | 3 | | X | | | | | | | | | | X | | | |
| Deer Park | 1 | | | X | | | | | | X | | | | | | |
| | 2 | | | | | X | | | | X | | | | | | |
| DuPont-Fort Lewis | 1 | | | | | X | | | | | | | X | X | | |
| Eastmont | 1 | | X | | | | | | | | | | | | | X |
| East Valley | 1 | | | X | | | | | | | | | | | X | |
| Ellensburg | 1 | | | X | | | | | X | | | | | | | |
| Endicott | 1 | | | | | X | | | | | | | X | | | |
| Entiat | 1 | | | X | | | X | | | | | | | | | |
| Federal Way | 1 | | | X | | | | | X | | | | | | | |
| Ferndale | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | | | | | | | | | X | |
| Franklin Pierce | 1 | | X | X | | | | | | | | | | | | X |
| Green Mountain | 1 | | | | | X | | | | | | | X | | | |
| Highline | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | X | | | | | | | | X | | | | | |
| | 3 | | | X | | | | | | | | | | | X | |
| Hoquiam | 1 | | | X | | | | | | X | | | | | | |
| | 2 | | | X | | | | | | | | | | | X | |
| Issaquah | 1 | | | X | | | | | X | | | | | | | |
| Kalama | 1 | | X | X | | | | | | | | | X | | | |
| Kamilche Valley | 1 | | | X | | | | X | | | | | | | | |
| Kennewick | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | X | X | | | | | | X | | | | | | |
| LaCenter | 1 | | | X | | | | | | | | | | | X | |
| Lake Washington | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | | X | | | | | | | | | | | X | |
| | 3 | | | X | | | | | | | | | | | X | |
| | 4 | | | X | | | | | | | | | | | X | |
| | 5 | | | | | X | | | | | | | | | | X |
| Lakewood | 1 | | X | | | | | | | | | | X | | | |
| Liberty | 1 | | | | | X | | | | | | | | | X | |
| Lind | 1 | | | | | X | | | | | | | | | X | |
| | 2 | | | | | X | | | | | | | | | X | |
| Loon Lake | 1 | | X | X | | | | | | | | | X | | | |

| SCHOOL DISTRICT | | AGE GROUPING / PROGRAM | | | | | INSTRUCTIONAL MODE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Lopez Island | 1 | | X | X | | | | | | | | | | | | X |
| Marysville | 1 | | | | | X | | | | X | | | | | | |
| McCleary | 1 | | X | | | | | | | | | | X | | | |
| Mary Walker | 1 | | | | | X | | | | | | X | | | | |
| | 2 | | | | | X | | | | | | | X | | | |
| | 3 | | X | | | | | | | X | | | | | | |
| Mead | 1 | | X | | | | | | | | | | X | | | |
| | 2 | | | | | X | | | | | | | X | | | |
| Medical Lake | 1 | | X | X | | | | | | X | | | | | | |
| Mercer Island | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | | | | X | | | | | | | | X | | |
| | 3 | | | X | | | | | | | | | | | | X |
| Montesano | 1 | | | X | | | | | | | | | | | X | |
| Mount Vernon | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | | | | X | | | | | | |
| Mukilteo | 1 | | | X | | | | | | | X | | | | | |
| | 2 | | | X | | | | | | | | | | | | X |
| | 3 | | | X | | | | | | | | | | | X | |
| | 4 | | X | | | | | | | | | | | | | X |
| Naches Valley | 1 | | | X | | | | | | | | | | | X | |
| Napavine | 1 | | X | | | | | | | | | | X | | | |
| Naselle-Grays River | 1 | | | X | | | | | | | | | | | X | |
| Newport | 1 | | | X | | | | | | | | | | | X | |
| North Franklin | 1 | | X | | | | | X | | | | | | | | |
| Northshore | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | X | X | | | | | | | | | X | | | |
| Oakville | 1 | | X | X | | | | | | X | | | | | | |
| | 2 | | | X | | | | | | | | | | | | X |
| Ocean Beach | 1 | | | X | | | | | | | | | | | X | |
| Odessa | 1 | | X | X | | | | | | X | | | | | | |
| | 2 | | X | | | | | | | | | | X | | | |
| Oroville | 1 | | X | | | | | | | | | | | | X | |
| | 2 | | X | | | | | | | | | | | | X | |
| Palouse | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | X | | | | | | | | | |
| Pasco | 1 | | | X | | | | | X | | | | | | | |
| Port Townsend | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | | | | | | | | | | X |
| | 3 | X | | | | | | | | | | | | | | X |
| Raymond | 1 | | | X | | | | | | | | | | | X | |

| SCHOOL DISTRICT | | AGE GROUPING /PROGRAM | | | | | INSTRUCTIONAL MODE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Reardan | 1 | | | X | | | | | | X | | | | | | |
| Renton | 1 | | X | X | | | | X | | | | | | | | |
| | 2 | | X | X | | | | | | X | | | | | | |
| | 3 | | X | X | | | | | | | | | | | | X |
| | 4 | | | X | | | | | X | | | | | | | |
| | 5 | | X | | | | | X | | | | | | | | |
| Ridgefield | 1 | | | X | | | | | X | | | | | | | |
| Richland | 1 | | X | | | | | | | | X | | | | | |
| Rosalia | 1 | | | X | | | | | X | | | | | | | |
| Seattle | 1 | | X | | | | | | | | X | | | | | |
| | 2 | | | X | | | | | | | | | | | | X |
| | 3 | | X | X | | | | | X | | | | | | | |
| | 4 | | | X | | | | | | | | | | | | X |
| | 5 | | | X | | | | | X | | | | | | | |
| | 6 | | | X | | | | | X | | | | | | | |
| | 7 | | | X | | | | | X | | | | | | | |
| | 8 | | | X | | | X | | | | | | | | | |
| | 9 | | | X | | | | | | | | | X | | X | |
| | 10 | | | X | | | | | | | | | | | | X |
| | 11 | | | X | | | | | | | | | X | | | |
| | 12 | | | X | | | | | X | | | | | | | |
| | 13 | | | X | | | | | X | | | | | | | |
| | 14 | | | X | | | | | | | | | | | | X |
| | 15 | | | | X | | | | | | | | | | | X |
| | 16 | | X | | | | | | | | | | | | | X |
| | 17 | | | | X | | | | | | | | X | | | |
| | 18 | | X | | | | | | | | | | | | | X |
| | 19 | | X | | | | | | | | | | | | | X |
| Sedro Woolley | 1 | | | X | | | | | | X | | | | X | | |
| | 2 | | | X | | | | | | | | | | | X | |
| | 3 | | | X | | | | | | | | | | | | X |
| | 4 | | | X | | | | | | X | | | | | | |
| | 5 | | | X | | | | | | X | | | | | | |
| | 6 | | | X | | | | | | | | | | X | | |
| | 7 | | X | X | | | | X | | | | | | | | |
| | 8 | | X | | | | | | | | X | | | | | |
| | 9 | | X | X | | | | | | | | | X | | | |
| Selah | 1 | | X | | | | | | | X | | | | | | |
| Shelton | 1 | | X | X | | | | X | | | | | | | | |
| | | | | | | | | | | | | | | | | |

| SCHOOL DISTRICT | | AGE GROUPING /PROGRAM | | | | | INSTRUCTIONAL MODE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Snohomish | 1 | | | X | | | | | | X | | | | | X | |
| | 2 | | | X | | | | | | X | | | | | X | |
| Soap Lake | 1 | | | X | | | | | | | | | | | X | |
| South Bend | 1 | | | X | | | | | | | | | | | X | |
| South Kitsap | 1 | | X | | | | | | | | | | X | | | |
| | 2 | | X | | | | | | | | | | | | | X |
| South Whidbey | 1 | | | X | | | | | | | | | | | X | |
| Spokane | 1 | | | X | | | | | X | | | | | | | |
| | 2 | | | X | | | | | X | | | | | | | |
| | 3 | | | X | | | | | | | | | | | | X |
| Sprague | 1 | | X | X | | | | | | X | | | | | | |
| Stevenson-Carson | 1 | | | X | | | | | | | | | | | X | |
| Sultan | 1 | | | X | | | | | | | | | | | X | |
| Tacoma | 1 | | | X | | | | | | | | | | | X | |
| | 2 | | | X | | | | | X | | | | | | | |
| | 3 | | | X | | | | | X | | | | | | | |
| | 4 | | | X | | | | | | | | | | X | | |
| Tahoma | 1 | | X | | | | | | | | | | X | | | |
| | 2 | | | X | | | | | X | | | | | | X | |
| Twisp | 1 | | X | | | | X | | | | | | | | | |
| University Place | 1 | | | X | | | | | | | | | | | X | |
| Vancouver | 1 | | | X | | | | | | | X | | | | | |
| | 2 | | | X | | | | | | | | | X | | | |
| | 3 | | X | | | | | | | | X | | | | | |
| | 4 | | | X | | | | | | | | | | | X | |
| | 5 | | | X | | | | | | | | | | | X | |
| | 6 | | | X | | | | | | | | | | | | X |
| Vashon Island | 1 | | | X | | | | | | | | | | | X | |
| Walla Walla | 1 | | X | | | | | | | | | | X | | | |
| | 2 | | | | X | | | | | | | | | | | X |
| | 3 | | | X | | | | | X | | | | | | | |
| | 4 | | X | | | | | | | | | | X | | | |
| | 5 | | X | | | | | X | | | | | | | | |
| West Valley (Spokane) | 1 | | | X | | | | | | | | | | | X | |
| White Salmon | 1 | | | X | | | | | | | | | | | X | |
| Woodland | 1 | | X | X | | | | | | X | | | | | | |
| Yakima | 1 | | | X | | | | | X | | | | | | | |
| Total | | 1 | 56 | 129 | 4 | 18 | 4 | 10 | 32 | 27 | 9 | 1 | 28 | 6 | 49 | 27 |

## Description of programs

### Aberdeen S.D. No. 5 (5,452)

216 North G St., Aberdeen 98520
206 532-7690

Dr. Robert H. Woodroof, Supt.

1) **Secondary-Dropout* (C-3): Continuation School; Dan Melinkovich, program manager. The curriculum is based on performance objectives and individual progress. Programs operate four days a week from 4:00 p.m.-7:00 p.m. Credit is based on achievement as opposed to the number of hours spent in school.

### Almira S.D. No. 17 (170)

Almira 99103
509 639-2231

Arnold F. Luiten, Supt.

1) *Secondary-Supplementary Activities* (C-5): Almira, Hartline high schools; superintendents of both schools, program managers. Joint Program Exchange involves students from each school taking specific subjects at the other school during the 5th and 6th periods each day. Joint athletic programs are also in operation. State formula funding.

### Auburn S.D. No. 408 (8,304)

915 Fourth N.E., Auburn 98002
206 833-1980

Dr. Gerald L. Hester, Supt.

1) *Secondary-Dropout* (C-3): Off Campus School; James Stewart, program manager. Provides individualized instruction for 512 students who have dropped out or are potential dropouts. Includes job counseling, vocational classes, correlated academic offerings and special help in remedial education. Federal Vocational Funds ($21,000/year).

2) *Remedial Reading* (E-7): Charles Booth, program manager. Reading specialists work with classroom teachers to assist them in recognizing and diagnosing reading difficulties and to help develop a program of prevention or correction as needed by the individual child. Title I ($49,946).

3) *Pre-school-Cultural* (D-2): Jack Gire, program manager. Preparing Pre-schoolers for Educational Success involves 180 students in a project designed to improve the opportunity for educational success of high failure risk children from Indian and disadvantaged homes, utilizing a modified form of the Bereiter-Englemann method. URRD and Title I ($84,026).

### Battle Ground S.D. No. 119 (4,310)

Battle Ground 98604
206 687-3151

Harold W. Johnson, Supt.

1) *Secondary-Dropout* (C-3): C. W. McConnell, program manager. Inter-District Cooperative Program involves 24 students in Clark County needing extra credits to graduate. Classes are sponsored by Clark Junior College. Local funding ($1,107/year).

2) *Secondary-Vocational Education* (C-9): C. W. McConnell, program manager. Involves training in keypunching and pre-diesel for mechanics. Local funding.

### Bellevue S.D. No. 405 (23,413)

310 102nd N.E., Bellevue 98004
206 454-8971

Dr. William H. Morton, Supt.

1) *Secondary-Dropout* (C-3): Off Campus School; Jack Thompson, program manager. Provides alternative strategies of instruction leading toward the high school diploma for dropout students and students removed from regular high schools for failure to meet academic or behavioral standards. Title I ($100,000/year).

### Bellingham S.D. No. 501 (9,109)

Box 878, Bellingham 98225
206 734-9900

Gordon L. Carter, Supt.

1) *Secondary-Vocational Education* (C-9): Bellingham Technical School; Raymond Smith, program manager. A vocational-technical school which provides technical classes for students from high school senior classes on a half-day basis. State and local funding.

2) *Secondary-Dropout* (C-3): School for Dropouts; Brian Barker, program manager. Classes organized for students who have dropped out of school. Local funding ($2,500).

3) *Secondary-Handicapped* (C-4): Redwood Park School; Les Feldmann, program manager. A school for severely retarded children of middle and high school ages, serving all of Whatcom County. State and local and cooperative district funding.

### Bethel S.D. No. 403 (5,940)

Route 2, Box 2442, Spanaway 98387

206 847-2233

Dr. Fred M. Gramann, Supt.

1) *Elementary/Secondary-Remedial* (B C-7): Stuart Kimball, program manager. Special reading instruction for students failing in the regular program. Title I ($68,000).

2) *Elementary/Secondary-Vocational Education/Handicapped* (B C-9 4): Dr. J. Bruce Alexander, program manager. Pre-academic and Vocational Education (PAVE) involves academic and vocational education for 16 moderately handicapped children, ages 5-20. Local funding ($15,000).

3) *Secondary-Vocational Education/Handicapped* (C-9 4): Dr. J. Bruce Alexander, program manager. Student Training and Experience Program (STEP) involves academic and on-the-job training for 80 handicapped and disturbed high school students. Local funding ($25,000).

### Bremerton S.D. No. 100-C (8,508)

Burwell and Montgomery, Bremerton 98310

206 377-3781

Dr. Orin B. Fjeran, Supt.

1) *Secondary-Dropout* (C-3): Alternative School for Dropouts; Margaret Berry, program manager. Provides instruction in most high school subjects with special emphasis on career counseling. Title I Vocational Education funding ($35,000).

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**Information collected by Bureau of School Service follow-up study.*

## Camas S.D. No. 117 (2,450)

2028 N.E. Garfield, Camas 98607
206 834-2811

Paul L. Buhrmester, Supt.

1) ***Secondary-Dropout*** (C-3): High School Continuation School; Ross Brewer, program manager. Program provides an alternate way for high school students to complete their school program. Inter-district cooperation, state, local funds ($800-$1,000/year).

## Cape Flattery S.D. No. 401 (620)

Box 106, Clallam Bay 98326
206 963-2329

Glen O. Willison, Supt.

1) ****Elementary/Secondary - Cultural*** (B C-2): Neah Bay School; Don Buckingham, federal programs coordinator. A determined effort to transform the Neah Bay School into a model for Indian education by introducing Indian culture into the school. The program emphasizes characteristic aspects of the Makah Indian culture such as carving and basket weaving. Johnson O'Malley, URRD ($52,500/year).

2) ****Elementary / Secondary - Other*** (B C-10): Lloyd Colfax, school development team manager. The Urban Rural School Development Program is a joint effort between the Neah Bay community and school staff to develop model school programs in order to provide the best possible education for all of its students. Federal funding ($150,000).

## Carbonado S.D. No. 406 (101)

Carbonado 98323
206 829-0121

Jack Neipert, Prin.

1) ****Elementary-Other*** (B-10): Jay Neipert, program manager. Each seventh and eighth grade student helps a first or second grade student with reading skills development. The process is based on the one-room school concept. Local funding.

## Carrolls S.D. No. 118 (143)

Box 3, Carrolls 98609
206 423-5112

Charles G. Libby, Prin.

1) ***Supplementary Field*** (E-8): Charles Libby and Ruth Mode, program managers. Parents and other adults work with individuals and small groups in the improvement of reading and math basic skills. Assistance in library skills and creative arts is also available.

## Castle Rock S.D. No. 401 (1,623)

Box 218, Castle Rock 98611
206 274-8311

Donald Christensen, Supt.

1) ****Secondary-Open Concept*** (C-5): Marvin Lam, program manager. Approximately 400 students are involved in an open concept continuous progress high school; 70 percent of the juniors and seniors participate in off-campus work/study activities. Title III and Kettering Foundation funding.

## Central Valley S.D. No. 356 (9,638)

S. 123 Bowdish Rd., Spokane 99206
509 924-6851

Gilbert C. Mills, Supt.

1) ***Elementary - Remedial*** (B-7): Richard Stanley, program manager. Fifth and sixth grade students diagnosed as educationally deprived are placed in selected target area elementary schools to receive specific instruction in all curriculum areas outside music and special education. Title I funding ($102,000/year).

2) ***Handicapped*** (E-4): Richard Stanley, program manager. Underachieving students as well as educable mentally retarded students are offered individual instruction in the skill areas of math and reading as well as the areas of modifying social behaviors and the improvement of motor and perceptual skills. Title I ($2,000/year).

3) ***Elementary-Remedial*** (B-7): Robert Mendham, program manager. Remedial reading instruction is offered to selected students in 10 elementary schools; disabled readers receive 15-30 minutes of corrective training related to the specific nature of their diagnosed deficiences. Local funding ($119,620).

4) ***Handicapped*** (E-4): Richard Stanley, program manager. Children with mental and/or physical

limitations attend special classes in cooperation with the Spokane S.D. State and local funding ($64,804/year).

5) ***Secondary-Vocational*** (C-9): Charles Stocker, program manager. Students attend their local high school for a minimum of 3 hours per day and attend the community college a minimum of 3 hours per day in a specific job orientation. State and local funding.

## Cheney S.D. No. 360 (3,160)

317 D St., Cheney 99004
509 236-6208

Dr. William J. Riggs, Supt.

1) ***Handicapped*** (E-4): Dr. William Riggs, program manager. The goal of the program is to enable children with learning deficiencies to remain in regular classes part or full time as functioning students. Title I funding ($46,000/year); State-local funding ($4,500/year); Excess - Handicapped ($86,000/year).

### Chimacum S.D. No. 49 (646)

Box 278, Chimacum 98325

206 732-4471

Ray Ondracek, Supt.

1) ***Secondary-Vocational*** (C-9): Cooperative program with Port Townsend S.D. where students participate in on-the-job training.

2) ***Secondary-Other*** (C-10): Cooperative student transfer program in which Chimacum S.D. provides automotive workshop and fisheries experiences and Port Townsend provides graphic arts and carpentry programs.

### Clarkston S.D. No. J 250-185 (3,039)

Box 72, Clarkston 99403

509 758-2532

Dr. Rodney C. Hermes, Supt.

1) ***Secondary-Dropout*** (C-3): An in-school potential dropout alternative program for selected 9th and 10th grade students designed to provide successful experiences in the basic academic core subjects of English, social studies, and math. Also prepares students for a successful re-entry into the regular school program.

### Clover Park S.D. No. 400 (15,582)

5214 Steilacoom Blvd.

Lakewood Center 98499

206 748-5261

T. Olaf Hageness, Supt.

***Secondary-Vocational Education*** (C-9): No description given.

### Columbia S.D. No. 206 (200)

Hunters 99137

509 722-3311

James L. Maw, Supt.

1) ***Elementary/Secondary - Cultural*** (B C-2): James L. Maw, program manager. The program involves cultural enrichment in the areas of music and Indian education at the Columbian School. Johnson O'Malley funding.

### Davenport S.D. No. 207 (420)

Box 8, Davenport 99122

509 725-1261

Ralph Brown, Supt.

1) ***Elementary-Handicapped*** (B-4): George Ruthhart, program manager. Resource room provided by full-time instructor to instruct mentally retarded and emotionally maladjusted students. Handicapped Program funding ($5,000 year).

2) ***Secondary-Remedial*** (C-7): Frank Krones, program manager. Students are selected for special remedial reading and participate in a program that attempts to improve student self-esteem. Title I funding.

3) ***Elementary-Remedial*** (B-7): Helen Mooers, program manager. The program aims at developing skills that non-readers need to improve their success in school.

### Deer Park S.D. No. 14 (1,320)

Deer Park 99006

509 276-2256

Dale A. Hempel, Supt.

1) ***Secondary-Handicapped*** (C-4): Roger Getchell, program manager. Teacher works with 30 students normally in special education or handicapped rooms in general areas causing them trouble. Local funding.

2) ***Handicapped*** (E-4): Ralph Forrey, program manager. The program provides learning experiences for the educable mentally retarded. State funding ($30,091 year).

### Dupont-Fort Lewis S.D. No. 7 (1,650)

Box 427, DuPont 98327

206 584-5950

Harold L. Anderson, Supt.

1) ***Remedial/Supplementary*** (E-7,8): Nancy Synakowski, program manager. The Center for Independent Study provides students with enrichment for their learning experience. Local funding ($60,000 year).

### Eastmont S.D. No. 206 (3,531)

460 Ninth St. N.E.,
East Wenatchee 98801

509 884-7169

A. M. Janssen, Supt.

1) ***Elementary-Other*** (B-10): Cascade Elementary School. The school has established a multi-age group mathematics program and an individualized math study room along with attempting to explore the team teaching approach.

**East Valley S.D. No. 361 (2,305)**
N. 3415 Pines Road,
Spokane 99206
509 924-1830

Darroll A. Waller, Supt.

1) ***Secondary-Vocational Education** (C-9): A cooperative program with Spokane Community College enabling high school students to pursue a vocational trade skill while attending the regular high school program.

**Ellensburg S.D. No. 401 (3,250)**
222 E. Fourth Ave.,
Ellensburg 98926
509 925-5365

Marvin J. Schroeder, Supt.

1) ***Secondary-Dropout** (C-3): Ken Wilson, program manager. Alternative Youth Program is a dropout program for high school students which includes both academic offerings and work study experience. Various funding sources ($19,380)

**Endicott S.D. No. 308 (171)**
Endicott 99125
509 657-3523

Melvin Colbert, Supt.

1) ***Remedial** (E-7): Lavera Colbert, program manager. Individualized tutoring involving seven students. Local funding ($1,080).

**Entiat S.D. No. 127 (360)**
Box 517, Entiat 98822
509 784-1911

Sigvald O. Aase, Supt.

1) ***Secondary-Contract Learning** (C-1): Ken Curry, program manager. Entiat High School uses learning packages to supplement the regular curriculum. Students contract with teachers to complete specific programs. Packages are available in numerous areas in grades 9-12.

**Federal Way S.D. No. 210 (16,394)**
31455 28th Ave. S.,
Federal Way 98002
206 941-0100

Dr. George Cochran, Supt.

1) ***Secondary-Dropout** (C-3): Marion Grambau, program manager. Continuation High School involves 100 students in a program of individualized instruction with credit for performance.

**Ferndale S.D. No. 502 (3,095)**
Box 698, Ferndale 98248
206 384-3551

Dr. James Norris, Supt.

1) ***Secondary-Vocational Education** (C-9): Ray Smith, program manager. Bellingham Technical School offers high school seniors the chance to participate on half days, as long as high school requirements are complete; courses include auto mechanics, carpentry, electronics, commercial fishing, and others.

2) ***Secondary-Vocational Education** (C-9): Project FEAST (Food, Education and Service Training) and a work study program involves a limited number of students; they receive credit for graduation for paid work experience.

**Franklin Pierce S.D. No. 402 (8,560)**
315 S. 129th St., Tacoma 98444
206 537-0211

Dr. Edward E. Hill, Supt.

1) ***Elementary/Secondary - Other** (B/C-10): Robert Haglund, program manager. Four elementary schools, a junior high school and a high school are involved in a total experimental education program for a five year period involving the utilization of four-day weeks with alternative programs on the fifth day; two semesters with alternative interim months in January and July. The internal structure of three of the elementary programs is being altered according to the Individually Guided Education (IGE) model. Federal and local funding ($1,000,000/year).

**Green Mountain S.D. No. 103 (42)**
Hayes Star Route, Woodland 98674
206 225-6833

Ronald E. Ward, Head Administrative Teacher

1) ***Remedial** (E-7): Effie Lofgren, program manager. Program assists students who have trouble in basic skills. Title I, Title III ($5,967/year).

**Highline S.D. No. 401 (30,687)**
255 S. 152nd St., Seattle 98148
206 244-6100

Dr. Robert D. Sealey, Supt.

1) ***Secondary-Vocational Education** (C-9): The occupation skills center is a program in which high school students leave their regular school for half a day, five days per week, to choose programs that lead to occupational skills.

2) ***Elementary - Open Concept** (B-5): A highly individualized open concept school for 290 children involving a non-graded structure with team teaching and the use of voluntary aides; based on the Individually Guided Education (IGE) model.

3) ***Secondary-Vocational Education** (C-9): A program featuring industrial arts where students work on an individual basis.

**Hoquiam S.D. No. 28 (3,130)**
312 Simpson Ave., Hoquiam 98550
206 532-6543

William F. Bohrnsen, Supt.

1) ***Secondary-Handicapped** (C-4): Eric Wickstrom, program manager. Program involves classes for handicapped students.

2) ***Secondary-Vocational Education** (C-9): Involves selecting students and placing them starting in 10th grade for three hours a day in community jobs. The instructor works with the business community to develop places of employment and supervises to see that the students have a good educational experience.

**Issaquah S.D. No. 411 (7,748)**
Box L, Issaquah 98027
206 392-7571

Dr. Clifton Johnson, Supt.

1) ***Secondary-Dropout** (C-3): Jack McPherson, program manager. Program provides opportunity for dropout students to continue their education with a curriculum designed to meet their needs. Title I Vocational, local funding ($25,000/year).

**Kalama S.D. No. 402 (825)**
Box 488, Kalama 98625

206 673-3155

Earl H. Barkas, Supt.

1) ***Elementary/Secondary-Remedial*** (B/C-7): Harold Buck, program manager. Program involves 120 students in an effort to upgrade reading quality with the use of specialized teachers, teaching devices, and materials. Title I funding ($6,929/year).

## Kamilche Valley Consolidated S.D. No. 401 (75)

Route 1, Shelton 98584

206 426-6972

Wim Mak, Head Teacher

1) ***Secondary-Cultural*** (C-2): Johann Mak, program manager. Through the development of skills, students gain self-identity and self-respect. Johnson O'Malley and Title I funds ($20,000/year).

## Kennewick S.D. No. 17 (7,735)

200 S. Dayton St., Kennewick 99336

509 586-6124

Dr. Donald N. Anderson, Supt.

1) ***Secondary-Dropout*** (C-3): L. R. Adams, program manager. Occupationally oriented approach to basic high school requirements for graduation. Coordinating Council for Occupational Education funding ($7,450/year).

2) ***Elementary / Secondary-Handicapped*** (B/C-4): Dale Moberg, program manager. General and occupational education activities consistent with students' abilities. State and local funding.

## La Center S.D. No. 101 (545)

Box 168, La Center 98629

206 263-2133

Blayne Perleth, Supt.

1) ***Secondary-Vocational Education*** (C-9): Blayne Perleth, program manager. Program trains students for immediate employment by providing first-hand experience in trades and skills and basic training in fields of interest. State and local funding ($1,295/year).

2) ***Handicapped*** (E-4): John Hungate, program manager. Four students are involved in a special education program. State and local funding ($6,125/year).

## Lake Washington S.D. No. 414 (15,712)

Box 619, Kirkland 98033

206 827-8781

Dr. Donald W. Empey, Supt.

1) ***Secondary-Dropout*** (C-3): Jack Wood, program manager. Designed to provide educational experiences for the student having difficulty attending the regular high school; involves re-entry programs and preparation for the GED. Title I and local funding; BEST (Basic Education Skills Training).

2) ***Secondary-Vocational Education*** (C-9): Marilyn Farrell, program manager. Food, Education and Service Training (FEAST) involves the servicing, preparation and budgeting of foods. State and local funding.

3) ***Secondary-Vocational Education*** (C-9): Walt Lelinski, program manager. Involves work experience and community involvement. Local funding.

4) ***Secondary-Vocational Education*** (C-9): Health Services program at Lake Washington High School; Pat Lindy, program manager. The program is designed to train students for entry into paraprofessional health services positions upon graduation. State and local funding.

5) ***Other*** (E-10): Community School; Dick Walker, program manager. A community-operated school for children in grades 5-9 involving multi-age grouping, parental involvement to encourage self-direction, internal discipline and creative expression in students. Federal and local funding.

## Lakewood S.D. No. 306 (660)

Box 96, Lakewood 98259

206 652-7911

Paul A. Power, Prin.

1) ***Elementary-Remedial*** (B-7): Paul Power, program manager. Twenty-eight students are involved in special education resource room (grades 1-6). Special Education funding ($12,000/year).

## Liberty S.D. No. 362 (515)

Spangle 99031

509 245-3229

Edgar D. Critchlow, Supt.

1) ***Vocational Education*** (E-9): Ken Parks, program manager. Students work several periods each day on a job to receive credits plus wages. Local funding.

## Lind S.D. No. 158 (360)

Lind 99341

509 787-3409

Robert Warwick, Supt.

1) ****Vocational Education*** (E-9): Joint venture with Ritzville S.D. where students receive classwork and experience in a local hospital as nurses aides.

2) ****Vocational Education*** (E-9): Diversified occupations class involving on-the-job-training.

## Loon Lake S.D. No. 183 (56)

Loon Lake 99148

509 233-2212

Earl E. Starkey, Head Teacher

1) ***Elementary/Secondary-Remedial*** (B/C-7): Earl Ungerecht, program manager. An aide works under the supervision of the reading specialist to improve the reading level of specified children. Title I funding ($2,389/year).

## Lopez Island S.D. No. 144 (100)

Lopez 98261

206 468-2201

Thomas E. Chapman, Supt.

1) ***Elementary / Secondary - Other*** (B/C-10): David Simons, program manager. The Inter-Island Educational Program has as its objective the development and improvement of individualized instruction; a media center coordinates programs and acts as a clearinghouse for information on educational resources. Title III funding ($66,000/year).

## Marysville S.D. No. 25 (5,275)

1513 Seventh St.,

Marysville 98270

206 659-6261

Dr. Richard B. Voege, Supt.

1) ***Handicapped*** (E-4): Frank Carlson, program manager. Program serves predominantly trainable retarded, emotionally disturbed, educable retarded and other lower incident handicapped students. Local and state funding ($186,000).

## McCleary S.D. No. 65 (340)

Box 8, McCleary 98557
206 495-3607

John D. Elkins, Prin.

1) ***Elementary - Remedial*** (B - 7): John D. Elkins, program manager. Remedial reading for grades 5-8. Title I funding ($1,700).

## Mary Walker S.D. No. 207 (400)

Springdale 99173
509 258-4533

Walter A. Lindman, Supt.

1) ***Programmed Learning*** (E-6): Gary Kester, program manager. "Arc Welding and General Electronics"; programmed instruction in small schools through multimedia techniques. Northwest Laboratory and local funding ($2,000).

2) ***Remedial*** (E-7): Walter A. Lindman, program manager. A project to raise the level of academic achievement for children who have been identified as educationally deprived to the level for children of their age. Title I funding ($15,338).

3) ***Elementary-Handicapped*** (B-4): Earl Ungerecht, program manager. Daily individualized planning and instruction to help students who are working at one or two grades below their academic abilities make up deficiencies. Title VI funding.

## Mead S.D. No. 354 (4,000)

Mead 99021
509 489-2908

Dr. Lewis L. Simpson, Supt.

1) ***Elementary-Remedial*** (B-7). William D. Johnson, program manager. Mobile Reading Unit accommodates small groups for reading instruction in each elementary school and one parochial school in the district. Title I funding ($15,341).

2) ***Remedial*** (E-7): Dr. Lewis L. Simpson, program manager. Reading Improvement Program for Circle Bar J Boys' Ranch will work to improve reading skills and understanding of the reading procedures that are asked in the public schools. Title I funding ($2,223).

## Medical Lake S.D. No. 326 (2,774)

Box 128, Medical Lake 99022
509 299-3156

Byron E. Leeper, Sup..

1) ***Elementary / Secondary-Handicapped*** (B C4): J. M. Gower, program manager. Lakeland Village Day School program. Department of Institutions funding.

## Mercer Island S.D. No. 400 (5,573)

4160 86th Ave. S.E.,
Mercer Island 98040
206 232-1660

Dr. Paul J. Avery, Supt.

1) ***Secondary-Dropout*** (C-3): Kenneth Sang, program manager. A school primarily for dropouts and potential dropouts. The programs are individually designed to meet the curriculum needs of these students. Title I, state, local funding ($29,864).

2) ***Supplementary*** (E-8): Kenneth Sang, program manager. Student-teacher aid programs are designed to give students individualized opportunity for an educational experience while providing assistance to the classroom teacher. State, local funding.

3) ***Secondary-Other*** (C-10): Kenneth Sang, program manager. School Without Walls. A program designed to allow students to directly participate in designing their own course of study. Each program is individual. A basic consideration is to provide for experiences not available in the high school setting. State, local funding.

## Montesano S.D. No. 66 (1,470)

418 Spruce St. E.,
Montesano 98563
206 249-3942

Carl Snyder, Supt.

1) ****Secondary - Vocational / Education*** (C-9): With parental permission any student will be excused for work.

## Mount Vernon S.D. No. 320 (3,270)

1219 E. Division St.,
Mount Vernon 98273
206 336-6114

Thomas J. Pollino, Supt.

1) ****Secondary - Vocational / Educational*** (C-9): Objective is to provide students with employable skills. Title I funding.

2) ****Secondary-Handicapped*** (C-4): A cooperative program involving district special education staff, Washington State Department of Vocational Rehabilitation services aimed at providing "on-the-job" work experience and related activities of handicapped students. State and local funding.

## Mukilteo S.D. No. 6 (4,652)

Box 5, Mukilteo 98275
206 353-8121

Ernest Ludwick, Jr., Supt.

1) ****Secondary-Other*** (C-10): Mariner High School. The school is on a levels approach; each student proceeds at his own rate; there are alternatives within each class that the student can take.

2) ****Secondary-Other*** (C-10): Olym-

pic View Middle School. The Unified Arts program is a new approach to teaching the traditional home economics, industrial arts, art and crafts program based on a project entitled "Occupational Diversity."

3) ***Secondary-Vocational Education*** (C-9): A work study program involving on-the-job experiences reinforced by the regular school curriculum.

4) ***Elementary-Other*** (B-10): Olivia Park Elementary. Individually Guided Education program; a diagnostic-prescriptive system of individualized instruction involving multi-age grouping of students. The staff is organized into units (teams) for more effective decision making.

## Naches Valley S.D. No. JT3 (1,450)

Box 66, Naches 98937

509 653-2220

Robert Holstine, Supt.

1) ***Secondary - Vocationl*** (C - 9): Floyd Winger, program manager. On-the-job training for students who wish to participate; special work in heavy equipment, carpentry, etc., provided at Job Corps Center. State and local funding.

## Napavine S.D. No. 14 (398)

Napavine 98565

206 262-3301

James LaFond, Supt.

1) ***Elementary-Remedial*** (B-7): Napavine Elementary School; James LaFond, program manager. Teacher and aides work with 50-70 students on improving basic reading skills. Title I funding ($7,000/year).

## Naselle-Grays River Valley S.D. No. 155 (607)

Box 46, Naselle 98368

206 484-3411

A. R. Grabenhorst, Supt.

1) ***Secondary-Vocational*** (C-9): Sea and Fisheries Training Program prepares students in such areas as fishing, fish culture, navigation, seamanship and marine shop practice; program operates in conjunction with Sea Resources, Inc.

## Newport S.D. No. 56-415 (753)

Newport 99156

509 447-3167

Ben R. Larson, Supt.

1) ***Secondary-Vocational*** (C-9): Newport High School; Rodney Hahn, program manager. Operation Help program involves 40 students who receive part-time on-the-job vocational training. Local funding ($30,000/year).

## North Franklin S.D. No. J51-162 (1,467)

Connell 99326

509 234-2031

John A. Larson, Supt.

1) ***Elementary-Cultural Enrichment*** (B-2): Mesa Elementary School; David Randall, program manager. Summer program for 100-120 children of migrant workers; includes cultural enrichment and math/reading basic skills. Title I funding ($15,400/year).

## Northshore S.D. No. 417 (10,351)

18315 Bothell Way N.E.,
Bothell 98011

206 485-0417

Julian Karp, Supt.

1) ***Secondary-Dropout*** (C-3): Florence Sperling, program manager. Tutoring program for 30 students; goals are cooperatively established for each individual student. Title I funding ($8,983/year).

2) ***Elementary/Secondary-Remedial*** (B/C-7): Florence Sperling, program manager. Provides academic programs to meet needs of sixteen students referred for group home placement. Title I funding ($6,097/year).

## Oakville S.D. No. 400 (327)

Box H, Oakville 98568

206 273-5571

Jack H. Wamsley, Supt.

1) ***Elementary-Remedial*** (B-7): Oakville Elementary School; Ron Johnson, program manager. The program is designed to bring students up to grade level in math/reading basic skills. Title I funding ($12,865/year).

2) ***Secondary-Other*** (C-10): Oakville High School; Jack Wamsley, program manager. Teacher aide tutors students in reading, mathematics, social studies and language arts. Johnson O'Malley funding ($10,125/year).

## Ocean Beach S.D. No. 101 (973)

Box F, Ilwaco 98624

206 642-3731

Louis H. Reis, Supt.

1) ***Secondary-Vocational** (C-9): Sea and Fisheries Training Program prepares students in such areas as fishing, fish culture, navigation, seamanship and marine shop practice; program operates in conjunction with Sea Resources, Inc.

## Odessa S.D. No. 105-157-166J (450)

Box 248, Odessa 99159
509 932-2251

Calvin H. Farley, Supt.

1) ***Elementary / Secondary - Handicapped*** (B/C-4): Calvin Farley and George Ruthart, program managers. Fourteen students (grades 1-12) who are educable/trainable participate in special classroom activities parttime. State funding ($17,000/year).

2) ***Elementary-Remedial*** (B-7): Calvin Farley and Frank Krones, program managers. Thirty students received individualized instruction in reading; program includes resource learning center. Title I funding ($6,000/year).

## Oroville S.D. No. 410 (1,132)

Box 100, Oroville 98844
509 476-2281

Dr. Russell C. Neff, Supt.

1) ****Elementary-Vocational*** (B-9): Gerald Vandiver, program manager. Operation Doghouse program involves 30 students who design, construct and sell doghouses. Title III funding (mini-grant).

2) ****Elementary-Vocational*** (B-9): Purpose of Project GOLD (Guidance in Occupational Life Development) is to devise a set of curriculum guides for acquainting children with the possibilities of various careers. Federal funding.

## Palouse S.D. No. 301 (363)

Palouse 99161
509 878-3221

Eldon H. Edmundson, Supt.

1) ***Secondary-Vocational*** (C-9): Palouse High School; Eldon Edmundson, program manager. Nine students take academic courses in mornings, on-the-job training in afternoons. Local funding.

2) ***Secondary - Contract Learning*** (C-1): Palouse High School; Donald Hattrup, program manager. Program allows independent and small group study of areas of special interest to individual students. Title II funding ($6,000/year).

## Pasco S.D. No. 1 (5,385)

1004 N. Mead, Pasco 99301
509 547-9531

Dr. Thomas C. Boysen, Supt.

1) ***Secondary - Dropout*** (C-3): Whittier School; Dr. Helen Wheeler, program director. Operation Motivation program involves 62 students in personalized curricula; the use of multi-media and "hands-on" approaches to communication skills, math, science, social science and vocational work-study experience. State Department of Vocational Education, URRD and local funding ($48,585/year).

## Port Townsend S.D. No. 50 (1,695)

Port Townsend 98368
206 385-2121

Gael R. Stuart, Supt.

1) ****Secondary-Vocational*** (C-9): Port Townsend High School. Cooperative program with Chimacum S.D. in which on-the-job training (for pay) is provided for 43 students in the two high schools; all occupations are included.

2) ***Secondary-Other*** (C-10): Cooperative student transfer program in which Port Townsend S.D. provides graphic arts and carpentry programs and Chimacum S.D. provides automotive workshop and fisheries.

3) ****Adult-Other*** (A-10): Adult high school completion courses offered every quarter.

## Raymond S.D. No. 116 (1,008)

1016 Commerical St., Raymond 98577
206 942-3415

Alfred G. Knutson, Supt.

1) ****Secondary - Vocational*** (C-9): John Davis, program manager. On-the-job training is provided by an employer or supervisor in the place of employment while group instruction in the occupational area and individual supervised study of selected related materials is provided by the teacher-coordinator in the school.

## Reardon S.D. No. 260-412 (390)

Reardon 99029
509 796-2701

Joe B. Johnson, Supt.

1) ***Secondary-Handicapped*** (C-4): Lynn Carstens, program manager. Nine students receive individualized instruction; most of the students are also given on-the-job training.

## Renton S.D. No. 403 (15,565)

435 Main Ave. S., Renton 98055
206 235-2200 (Centrex System)

Dr. Shelby Bewley, Supt.

1) ***Elementary-Secondary / Cultural Enrichment*** (B/C-2): Charles Nevi, program manager. The Educational Helping Center serves approximately 300 students per month, ranging from single meetings to year-long daily sessions; provides enrichment groups, tutoring, consultation and counseling. Title I funding ($92,000/year).

2) ***Elementary / Secondary-Handicapped*** (B/C-4): Sartori School, Renton, Marian Thomson, program manager. Program for 72 students (K-12) who for physical, emotional or social reasons cannot attend regular school classes. State and local funding ($26,096/year).

3) ***Elementary / Secondary - Other*** (B/C-10): William Morton, program manager. The Learning Center is an experimental educational program for 33 students who exhibit learning disabilities and who are unable to profit from normal classroom instruction. Title III ($40,000/year) and local funding.

4) ***Secondary-Dropout*** (C-3): John Hannon, program manager. Self-Improvement program involves approximately 100 students in academic and vocational experiences by individual instruction. Federal, state and local funding.

5) ***Elementary-Cultural Enrichment*** (B-2): Frances Israel, program manager. Funds are used for grants to teachers to work with culturally disadvantaged children on a one-to-one basis. State funding ($15,093/year)

## Ridgefield S.D. No. 122 (1,500)

Box 408, Ridgefield 98642

206 887-3513

Allen Blair, Supt.

1) ******Secondary-Dropout* (C-3): Ridgefield High School. Wayne Ball, program manager. Special on-the-job training is provided for three-to-five students who are potential dropouts; some class work is also included. Local funding.

## Richland S. D. No. 400 (7,938)

615 Snow Ave., Richland 99352

509 946-6106

S. R. Clark, Supt.

1) ******Elementary-Open Concept* (B-5): Sacajawea II Elementary School is an open-concept design building in its second year of operation. Teaching strategies incorporate behavioral objectives, continuous progress and individualization. School's learning resource center is used by students throughout the day on an unscheduled basis.

## Rosalia S.D. No. 320 (322)

Box 128, Rosalia 99170

509 523-3061

Robert L. Meserve, Supt.

1) *Secondary-Dropout* (C-3): Rosalia High School; Robert Donahue, program manager. Students who are potential dropouts are placed in selected businesses in the community on a part-time basis for on-the-job training. Local funding.

## Seattle S.D. No. 1 (79,967)

815 Fourth Ave. N., Seattle 98109

206 587-5050

Dr. Forbes Bottomly, Supt.

1) *Elementary-Open Concept* (B-5): Alternative Elementary School. Provides an unstructured, ungraded learning environment allowing for widely varying experiences in peer and adult interaction. Local funding ($36,000).

2) *Secondary-Other* (C-10): The Cottage; Gary Ness, program manager. Program is designed to provide student involvement in curriculum and decision making. Local funding.

3) *Elementary / Secondary-Dropout* (B C-3): Glenda Desper, program manager. The Extended Services

Program is designed to provide dropouts and suspended youths a program through which they can further their education. It enables students to return to school, obtain a GED and get job training. Local ($196,000) and URRD ($210,000) funding.

4) *Secondary-Other* (C-10): The Franklin Project provides for girls with children an alternative program which concentrates upon emotional growth and development and which offers opportunity to complete credits for high school graduation. Title I funding ($10,677).

5) *Secondary-Dropout* (C-3): Ellen Brown, program manager. Joyful Alternative Learning Experience (JALE) provides an educational program for dropout students stressing work experience, community relations and basic skills development. Local ($30,322) and URRD ($22,000) funding.

6) *Secondary-Dropout* (C-3): Lincoln High School; Dick Erdman, program manager. Lincoln Evening School provides an alternative program for those students and adults unable to function in regular school. Local funding.

7) *Secondary-Dropout* (C-3): Tom Reaney, program manager. Neighborhood Youth Corps—II provides dropouts and disadvantaged youth with a continuous progress individualized educational program leading to a GED and a diploma. The program is vocationally oriented. Local funding ($49,200)

8) *Secondary-Contract Learning* (C-1): David Powell, program manager. Nova Project is designed for students who desire a wider experience than provided in regular school; offers individualized, contracted learning using a variety of community resources. Goals for each student are development of self-awareness, development of community awareness, educational growth, and acceptance of change. Local funding ($80,000).

9) *Secondary-Remedial/Vocational* (C-7/9): David Rinkel, program manager. Project Interchange provides an alternative route to high school graduation for youth experiencing difficulty with the regular program, provides training in work skills and basic skills and uses a structured but individualized curriculum, utilizing the continuous progress concept. Local ($41,410) and URRD ($220,000) funding.

10) *Secondary-Other* (C-10): Roosevelt Tune-Inn provides an alternative educational experience for students disenchanted with the regular school program. Local funding.

11) *Secondary-Remedial* (C-7): Second Mile School; Thomas J. Cooney, program manager. Provides graduation opportunities for students who would otherwise not have any; basic skills development; counseling and diagnosis of student problems. Local funding.

12) *Secondary-Dropout* (C-3): Parole Services Learning Center provides an educational program for students on parole. Objectives are GED completion and transitional program back to regular school. Local funding ($20,180 +).

13) *Secondary-Dropout* (C-3): West Seattle Street Academy provides an unstructured educational program for high school dropouts (15 or older). Students and staff define an individualized curriculum according to the needs of the student.

Local ($33,750) and URRD ($22,000) funding.

14) ***Secondary-Other*** (C-10): Special Counseling and Continuation School; June Shimokawa, program manager. Provides school setting for pregnant high school students. To augment basic skills curriculum with instruction in health and nutrition, child care and development. To provide counseling and social services to students and their families. Title I funding ($23,277).

15) ***Pre-School-Other*** (D-10): Nancy Van Arsdel, program manager. Campi Satellite Pre-Schools provide pre-school experience for Central Region children focusing on academic skills, to prepare them for future successful academic experience.

16) ***Elementary-Other*** (B-10): Harrison School; Louise McKinney, program manager. Harrison Early Childhood Education Center in the Model Neighborhood provides quality integrated primary education which offers comprehensive academic, health, and social welfare services in the school system and involves parents and community in the educational process. To provide program research and evaluation. Local funding ($97,200 +).

17) ***Pre - School - Remedial*** (D-7): Daisy Dawson, program manager. Head Start Child Development identifies and remediates specific problems of low income, pre-school children which prevent maximum development of their intellectual, physical and emotional faculties. To provide employment and training for unemployed or underemployed in the target areas. To improve the social effectiveness of the family. Federal ($324,270) and Title I ($56,838) funding.

18) ***Elementary - Other*** (B - 10): Georgetown School; Charles Wallgren, program manager. Follow Through assists low-income children in increased academic accomplishment, especially in basic skills; teaches cognitive habits and educational attitudes improving learning potential; provides health and nutritional services; increases social consciousness. EOA ($208,762), Title I ($82,641), and URRD ($150,000) funding.

19) ***Elementary-Other*** (B-10): Decatur School; Marjorie Perkins, program manager. Model Enrichment Center provides enriched program for gifted children. Offers in-service program for teachers. State funding ($80,000).

## Sedro Woolley S.D. No. 101 (3,261)

Route 4, Box 220, Sedro Woolley 98284

206 856-2311

Robert Warnecke, Supt.

1) ***Secondary-Vocational / Handicapped*** (C-4 8): Central School; Edith Wicker, program manager. Vocational training and on-the-job work experience for 26 students. State ($10,000 year) and local ($25,000 year) funding.

2) ***Secondary-Vocational*** (C-9): Sedro Woolley High School; Robert Folsom and Stanley Omdal, program managers. Twenty-eight students receive two hours daily on-the-job training at Northern State Hospital. Local funding ($6,500 year).

3) ***Secondary-Other*** (C-10): Sedro Woolley High School, Robert Folsom, program manager. Grade School Experience program involves 63 students who are assigned to assist grade school teachers for one hour each day. Local funding ($3,240 year).

4) ***Secondary-Handicapped*** (C-4): Edith Wicker and Stanley Omdal, program managers. Outdoor work projects for 45 handicapped students during the summer. Federal funding ($4,721 year).

5) ***Secondary-Handicapped*** (C-4): Edith Wicker and Stanley Omdal, program managers. Program involves thirteen handicapped students who are unable to profit from the regular vocational education program and are unable to cope with the responsibility of working alone on a job station. Federal ($11,514 year) and local ($11,514 year).

6) ***Secondary-Vocational*** (C-9): Sedro Woolley High School; Stanley Omdal, program manager. Twenty-four students participate in both academic programs and part time on-the-job work experiences. State ($5,230 year) and local ($5,428 year) funding.

7) ***Elementary / Secondary-Cultural Enrichment*** (B C-2): Gene Maxim, program manager. Program provides enriched learning experiences outside the traditional classroom setting for 95 students. State funding ($3,577 year).

8) ***Elementary-Open Concept*** (B-5): Ben Edlund (Burlington School District No. 100), program manager. Early childhood education program (K-3) modeled after the British Primary School program with the University of North Dakota's New School Program serving as a model. Federal 32,500 year) and state (32,500 year) funding.

9) ***Elementary/Secondary-Remedial*** (B C-7): Gene Maxim program manager. Individual reading and basic instruction program includes three teachers, school nurse and nine part-time teacher aides working with disadvantaged students. Title I funding ($58,610).

## Selah S.D. No. 119 (2,310)

Box 498, Selah 98942

509 697-7243

Charles A. McNurlin, Supt.

1) ***Elementary-Handicapped*** (B-4): Yakima Valley School; J. Tuman, program manager. Project involves teaching practical life skills to 15 children living in an institution. Title I funding ($25,567).

## Shelton S.D. No. 309 (3,540)

Eighth and Pine, Shelton 98584

206 426-3118

Louis R. Grinnell, Supt.

1) ****Elementary/Secondary-Cultural Enrichment*** (B C-2): Approximately 128 Indian children are eligible for participation in program; emphasis is on educational, financial, social and vocational activities on a one-to-one basis. Johnson O'Malley funding ($14,700 year).

## Snohomish S.D. No. 201 (4,609)

1506 Fifth St., Snohomish 98290

206 568-4101

Dr. Howard M. Coble, Supt.

1) ***Secondary-Handicapped / Vocational*** (C-4 9): Purpose of the

program is to better equip the special education student for his role in society; the role of occupational employability and its relationship and integration with the agricultural community is emphasized. Individual teaching packages are utilized.

2) ***Secondary-Handicapped / Vocational*** (C-4,9): "JOBS" (Job Opportunities for Boys and Girls in Special Education) program provides students in special education with the opportunity to work in agriculture, food related industries, and retail sales.

### Soap Lake S.D. No. 156 (497)

Box 878, Soap Lake 98551
509 246-4281

William C. Newland, Supt.

1) ***Secondary-Vocational*** (C-9): Soap Lake Junior-Senior High School; James Gilman, program manager. Vocations program involves 25 high school students in on-the-job training; students are released either two or three periods per day. Local funding.

### South Bend S.D. No. 118 (700)

South Bend 98586
206 875-5421

Gareth Giles, Supt.

1) ***Secondary-Vocational*** (C-9): On-the-job training is provided by an employer or supervisor in the place of employment while group instruction in the occupational area and individual supervised study of selected related materials is provided by the teacher-coordinator in the school.

### South Kitsap S.D. No. 402 (6,215)

Box 127, Port Orchard 98366
206 876-8093

Dr. William Davis, Supt.

1) ***Elementary - Remedial*** (B-7): Helen Fuller, program manager. Approximately 216 students are involved in the Compensatory Reading Program. Title I funding ($75,000/year).

2) ***Elementary-Other*** (B-10): Kenneth Adams, program manager. Program involves testing and placement in primary grades with emphasis on kindergarten and first grade. Title VI funding ($25,000/year).

### South Whidbey S.D. No. 206 (965)

Box 346, Langley 98260
206 382-6100

William T. Good, Supt.

1) ***Secondary-Vocational*** (C-9): Students participate in Marine Vocational-Technical program at the Oak Harbor Branch, Skagit Valley College.

### Spokane S.D. No. 81 (35,000)

W. 825 Trent Ave., Spokane 99201
509 455-5242

Dr. Albert L. Ayars, Supt.

1) ***Secondary-Dropout*** (C-3): Richard S. Riegel, program manager. Continuation High School has a 30-member staff and serves an average enrollment of 450; its purpose is to serve those students who have not completed or cannot complete their high school in the regular comprehensive high schools. Personalized attention is offered in a broad range of subjects to meet most levels of individual achievement. State and local funding.

2) ***Secondary-Dropout*** (C-3): Project SCOPE (Student Community Organized Planned Education) involves 285 students at Shaw and Havermale Junior High Schools and Rogers and North Central High Schools. Goals are to keep students in school, to increase student level of basic skills in math and reading, to improve student attitudes and to provide vocational guidance information. Federal, URRD, state, and local funding.

3) ***Secondary-Other*** (C-10): Shadle Park High School; Frank Windishar, program manager. Practicum in Community Involvement involves 55 students, 44 of whom have made the program a year-long course of study; the others, one semester only. Program provides experience in making decisions and provides the opportunity to study the decision-making process from an inter-disciplinary, many-sided view. Local funding.

### Sprague S.D. No. 8 (150)

Box 305, Sprague 99032
509 257-2591

Myrl Victor Power, Supt.

1) ***Elementary / Secondary-Handicapped*** (B,C-4): Judith Sauer, program manager. The program is designed for handicapped students, currently, 11 students are involved. State funding ($8,000/year).

2) ***Secondary-Vocational*** (C-9): John Crumley, program manager. The program includes on-the-job vocational training. Federal funding ($2,500/year).

### Stevenson-Carson Consolidated S.D. No. 303 (1,200)

Stevenson 98648
206 427-5674

Albert L. Miller, Supt.

1) ***Secondary-Vocational*** (C-9): Don Leer, program manager. Fifty students are involved in vocational training experiences offered one night per week. Students also participate in a Nurse Aide work study program at the local hospital. Local funding.

### Sultan S.D. No. 311 (1,050)

Box 247, Sultan 98294
206 793-4731

Harold Zwaschka, Supt.

1) ***Secondary-Vocational*** (C-9): Sultan High School; Jim Langston, program manager. Students participate in work/study programs, working in various part-time positions in the community. Local funding.

### Tacoma S.D. No. 10 (38,967)

Box 1357, Tacoma 98401
206 383-1811

Dr. Angelo Giaudrone, Supt.

1) ***Secondary-Vocational*** (C-9): Dean Haugen, program manager. Approximately 600 students participate in the work/study Community Laboratory Program. Local funding, along with Economic Employment Act funding.

2) ***Secondary-Dropout*** (C-3): Robert Orlando, program manager. Cooperative program offers 275 students work experience as an integrated part of the school day. State and local funding.

3) ***Secondary-Dropout*** (C-3): Stewart Junior High School. The purpose of the program is to establish an individualized program of instruction and pupil services for 36 junior high school students who are being paroled from juvenile institutions, by which these students can be more successfully integrated in both school and community. Title III funding.

4) ***Secondary-Supplementary Field Activities*** (C-8): Stadium High School. The program provides community-based learning experiences and instructional programs along with individualized instruction in order to reduce dropout rates, increase student attendance and participation, and eliminate student failure.

## Tahoma S.D. No. 409 (2,524)

Route 1, Box 1355, Maple Valley 98038

206 432-4481

Dr. Murl Anderson, Supt.

1) ***Elementary-Remedial*** (B-7): Two summer reading programs are provided; students attend two hours daily. Title I funding.

2) ***Secondary-Dropout / Vocational*** C-3 9): Earn and Learn program offers pre-college summer work experience for high school students, potential and actual dropouts; the program is operated in conjunction with neighboring community colleges.

## Twisp S.D. No. 403 (455)

Twisp 98856

509 486-2140

Roland Flory, Supt.

1) ***Elementary-Contract Learning*** (B-1): The program includes contract learning and individualized instruction in 5th, 6th, and 7th grades.

## University Place S.D. No. 83 (3,811)

8901 W. 40th St., Tacoma 98466

206 564-1400

George R. Curtis, Supt.

1) ***Secondary-Vocational*** (C-9): George Curtis High School; Raymond Beard, program manager. Students have the opportunity to work in elementary schools as tutors or teacher assistants. Each student receives credit and spends from one to two class periods in this work.

## Vancouver S.D. No. 37 (16,190)

605 N. Devine Rd., Vancouver 98661

206 696-7000

Dr. Robert C. Bates, Supt.

1) ***Secondary-Open Concept*** (C-5): Fort Vancouver; Earl Jackson, program manager. Involves team teaching, individualized instruction. Local funding.

2) ***Secondary-Remedial*** (C-7): Fort Vancouver; Bill Gibbons, program manager. Special attention is given to students whose reading level is two or more years behind. Federal funding.

3) ***Elementary-Open Concept*** (B-5): Harry S. Truman, Dwight D. Eisenhower, Martin Luther King, Washington elementary schools. Principals serve as program managers. A non-graded setting involving individualized instruction and new curricular approaches are used. Local funding.

4) ***Secondary-Vocational Education*** (C-9): Fort Vancouver; Joe Gartman, program manager. An inter-district program called FEAST (Food, Education and Service Training) that involves learning experiences in the preparation, budgeting and servicing of foods as well as correlated experiences in math and English. Local funding.

5) ***Secondary-Vocational Education*** (C-9): Fort Vancouver; James L. Brooks, program manager. Inter-district cooperative programs with Clark College and other Clark County school districts.

6) ***Secondary-Other*** (C-10): A continuation program as part of the regular school program which involves an arrangement with Clark College to hold evening classes for students unable to function within the traditional high school structure. Course credit is given for alternative work experience.

## Vashon Island S.D. No. 402 (1,850)

Route 2, Box 300, Vashon 98070

206 463-2121

Dr. Raymond S. Adams, Supt.

1) ***Secondary-Vocational*** (C-9): William Lane, program manager. Program provides in-school and

on-the-job training for approximately 55 high school students. State and local funding.

### Walla Walla S.D. No. 140 (6,700)

364 S. Park St., Walla Walla 99362

509 526-6042

Franklin B. Hanson, Supt.

1) ***Elementary - Remedial*** (B - 7): Richard Campanelli, program manager. The Individualized Library Experiences program serves students with special problems in reading, social studies, language arts. Title I funding ($33,514/year).

2) ***Pre-school-Other*** (D-10): Paine School; Dr. Roy Aichele, program manager. The program provides opportunity for approximately 120 children to achieve proper readiness levels for entrance into formal school situations. Title I funding ($63,309/year).

3) ***Secondary-Dropout*** (C-3): Walla Walla High School; Richard Poole, program manager. Program provides opportunity for students deficient in credits for graduation; also, students already dropped out of the regular school program and those confined for prolonged periods of time in juvenile detention are offered the opportunity to meet graduation requirements. Approximately 45 students are participating in the program. Title I funding ($5,226/year).

4) ***Elementary-Remedial*** (B-7): Jacqueline Ormsby, program manager. Program diagnoses and helps correct undesirable reading habits and unhealthy work conditions caused by failure to achieve in reading; the program involves 135 students. Title I funding ($14,274/year).

5) ***Elementary-Cultural Enrichment*** (B-2): Washington Elementary School; Gene Frank, program manager. Program provides tutorial assistance to enrich the background of selected students (20 in the program). Title I funding ($1,175/year).

### West Valley (Spokane) S.D. No. 363 (3,968)

N. 2805 Argonne Road, Spokane 99212

509 924-2150

Renwick W. Taylor, Supt.

1) ***Secondary-Vocational*** (C-9): Charles Stocker, program manager (S. 123 Bowdish, Spokane). Approximately 30 West Valley students participate in a cooperative vocational education program; classes are conducted at Spokane Community College. State funding ($16,080/year).

### White Salmon S.D. No. 405-17 (1,192)

Box 157, White Salmon 98672

509 493-1500

Robert G. Young, Supt.

1) ***Secondary-Vocational*** (C-9): Columbia High School; Gordon Wagoner, program manager. Lab and hospital vocational training after school. Federal, state, and local funding ($4,800/year).

### Woodland S.D. No. 404 (1,157)

Box 370, Woodland 98674

206 225-4181

Tony Zevenbergen, Supt.

1) ***Elementary / Secondary-Handicapped*** (B/C-4): Special education programs for handicapped children provided on a district cooperative basis.

### Yakima S.D. No. 7 (13,227)

104 N. Fourth Ave., Yakima 98902

509 248-3030

Dr. Jack Frisk, Supt.

1) ***Secondary - Dropout*** (C - 3): Adams Elementary School; Richard Sippola, program manager. The Place serves approximately 50 secondary school dropouts who wish to continue work towards a high school diploma but cannot adapt to a traditional program. Course work is highly individualized; includes physical education, drama and crafts in addition to normal subjects. Law and Justice funding ($20,180/year); URRD ($24,902/year); local service club contributions ($1,000/year).

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**LOUIS BRUNO**
**Superintendent of Public Instruction**
**Olympia, Washington 98504**

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